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ABSTRACT

A description is provided of "Introduction to Psychiatric Nursing," a 7-week course offered to juniors and seniors in a bachelor of science nursing program. The first sections present information on curricular placement, time assignments, and the targeted student population, and define psychiatric/mental health nursing. Next, the course description highlights the philosophy of the school of nursing and the place of an introductory course in psychiatric nursing in the curriculum; specifies goals and long-range objectives of the course; and lists instructional materials. Next, the seven course units are presented; i.e., introduction to psychiatric nursing; communication with peers and patients; mental health counseling of children and adolescents; nursing care of the patient with disturbed coping patterns; nursing care of the patient with disintegrative life patterns; nursing care of the patient in crisis; and summary and review. For each unit, the instructional goal is presented, along with objectives phrased in terms of specific in-class and out-of-class assignments and reading assignments. The final section presents student evaluation and course revision procedures. (HB)

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Nursing 302

AN INTRODUCTION TO PSYCHIATRIC NURSING

Death Valley University

Jenna Rose Blaustein

March 16, 1983

JC 830 552

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II. COURSE DESCRIPTION

A. Curricular placement:

The undergraduate curriculum sequence requires that each student successfully complete six seven week courses, one of which is N302, an introduction to Psychiatric Nursing. These classes are taken during the spring semester of the junior year and the first semester of the senior year.

B. Time assignment:

4 hours of lecture per week (Total weeks-7)

12 hours of clinical time per week

C. Student population:

This course is designed for all students who are Bachelor of Science in Nursing degree candidates. Students must have successfully completed all lower division prerequisites with a grade of B or better. All students must complete the theoretical and clinical component of this course to receive a grade. Registered nurses who have returned to obtain a University degree are welcome in N302, but must fulfill the same requirements as all other students.

The lecture component of N302 will include 20 students; there will be two clinical groups with 10 students in each.

A drop-out rate of no more than 10% is expected.

III. GLOSSARY

The follwing terms may be used interchangeably throughout this course outline. The given definition will apply to botn.

Psychatric Nursing

Mental Health Nursing

"A specialty within the nursing profession in which the nurse 's efforts are directed towards the promotion of mental health, the prevention of mental disturbances, early identification and intervention in emotional problems, and follow-up care to minimize the longterm effects of mental disturbance."*

From Wilson, Holly S., and Kneisl, C.R. Psychiatric Nursing. Menlo Park, Addison-Wesley, 1980.

IV. COURSE CONTENTS

A. The philosophy underlying the Death Valley University School of Nursing (hereafter referred to as DVU-SON) is the belief that all individuals have the right to high quality health care. One of the major functions of the SON is to provide the public with skilled and knowledgeable entrance level graduates who can promote health for the individual and the community.

N302, an introduction to Psychiatric nursing, builds on this philosophy by integrating social, psychological and cultural care of the patient with the clinical application of nursing theory for mental health promotion, prevention of mental disturbance and early identification/ intervention in emotional problems.

MAJOR COURSE GOALS

This course is designed for students who wish to:

1) Identify and discuss the major theoretical frameworks psychiatric nurses utilize for practice.
2) Apply knowledge of communication skills to care of the mental health patient.
3) Demonstrate empathy and objectivity when interacting with patients.
4) Teach patients knowledge and skills to assume their role obtaining or maintaining mental health and maximum independence.
5) Learn how to perform a complete psychosocial history on the adult, adolescent and child.

B. LONG RANGE OBJECTIVES:

1) At the end of one year 90% of the RNs who enter psychiatric nursing will be given ratings by their supervisor which are superior to those accorded other one-year graduates in their institution.

2) At the end on one year, regardless of area of practice, 85% of all students who take the course will be given ratings by their supervisor which are superior in the psychosocial areas of patient care to those accorded other graduates at the same level.

3) Of the RNs who complete this course and then enter psychiatric nursing 85% will subscribe to a psychiatric nursing journal within one year of beginning practice..

4) On being polled within two years of graduation, 15% of the students will be employed in a psychiatric setting.

C. UNITS:

I. Introduction to Psychiatric Nursing--two hours.

II. Communication with Peers and Patients--four hours.

III. Mental Health Counseling of Children, Adolescents and Adults--six hours.

IV. Nursing care of the Patient with Disturbed Coping Mechanisms --four hours.

V. Nursing Care of the Patient with Disintegrative Life Patterns----four hours.

VI. Nursing Care of the Patient in Crisis--two hours.

VII. Summary and Review.

IV. MATERIALS OF INSTRUCTION

Required texts:

1. Wilson, Holly S. and Kneisl, C.R. Psychiatric Nursing. Menlo Park, Addison-Wesley, 1980.
2. Peplau, H.E. Basic Principles of Patient Counseling. Texas, PSF Productions Corporation, 1978.

Recommended texts:

1. Pluckhan, M.L. Human Communication: The Matrix of Nursing. McGraw-Hill, 1978.

All books and articles are available on reserve in the Union Library and in the Learning Resource Lab.

Additional references and recommended reading are listed after each unit.

AUDIOVISUAL

All audiovisuals should be seen in advance of class meetings unless otherwise marked. All Audiovisual material, including tapes of each lecture are available in the Learning Resource Lab, B level SON, phone-722-2222.

Unit 1-"The Joy is in The Giving-An Introduction to Mental Health Consultation theory and Process." (To be shown in lecture)

"Strategies of Psychotherapy"(VTC #17)

"Mental Health Nursing"(Film # 9)

Unit 2-"Manifest and Latent Content" (To be shown in lecture)

"Nurse-Client Communication"(To be shown in lecture)

"Interaction with Clients" (VTC #20)

Unit 3-"Psychosocial Assessment" (VTC #17)

"Transcultural Psychiatry"(VTC #22)

Unit 4- "Anxiety" (VTC #3)

Unit 5-"Depression" (To be shown in lecture)

"Schizophrenia" (To be shown in lecture)

Unit 6- "Suicide Prevention" (To be shown in lecture)

"Crisis Intervention" (To be shown in lecture)

Unit I-Introduction to Psychiatric Nursing

Goal: The student will be familiar with the theoretical bases for Psychiatric Nursing.

Objectives:

1. Verbally, in class with three or four classmates, explain the major assumptions and nursing implications made by one of the following models:

   Medical-Biological
   Psychoanalytic
   Behavioral
   Social-Interpersonal
   Humanistic Interactionist

   100% Participation .

Goal: The student will be aware of those elements of self which need to be examined before patient contact can be theraputic.

Objectives:

1. The student will, in class, participate in three values clarification exercizes.

   100% Participation.

2. In class the student will, in 30 words or less, define each of the following terms:

   Respect for patient
   Availiability
   Spontaneity
   Hope
   Acceptance
   Sensitivity
   Vision

   85%

3. In class, in 30 words or less, explain each of the four steps in theraputic empathizing:

   Identification
   Incorporation
   Reverberation
   Detachment

   100%

4. Given a case study of a nurse with 'burn-out', in class you will identify four ways in which burn-out could have been prevented or reduced in the given situation.

75%

Required Reading:

Wilson and Kneisl: Chapters 1-3

Ehmann, V.E. "Empathy: Its Origin, Characteristics and Process." Perspectives in Psychiatric Care 9 (1971): 72-80.

Shanley, E. "Attitudes of Psychiatric Staff towards Mental Illness." Journal of Advanced Nursing 6 (1981): 199-203

Unit II-Communication with Peers and Patients

Goal: The student will know the roles of each member of the health care team.

Objectives:

1. In class, in 30 words or less, define the role of each of the following members of the health care team.

Psychiatric Nurse Clinical Specialist
Psychiatric Nurse
Psyxhiatrist
Psychoanalyist
Clinical Psychologist
Psychiatric Social Worker
Psychatric Paraprofessional
Occupational Therapist
Recreational Therapist
Creative Arts Therapist 80%

Goal: The student will be aware of the variables which influence communication.

Objectives :

1. Outside of class, in 150 words or less, the student will discuss the influence of perception, values and culture on communication.

2. Given six situations in class, the student will determine at what level communication is occuring: interpersonal, intraperson or public. 83%

Goal: The student will know the relationship between verbal and nonverbal communication.

Objectives:

1. In class, given a list of the following six interrelating communications, the student will match them to their correct definitions.

Repeating
Contradicting
Complementing 83%
Accenting
Relating
Substituting

Goal: The student will understand the criteria for successful communication.

Objectives:

1) In class, given the four criteria of successful communication (Efficiency, Appropriateness, Flexibility and Feedback), the student will choose one, define, and give examples of a breakdown in the chosen area in 75 words or less. 100%

2) In class, given a list of skills that foster effective communication the student will match it to its correct definition. The list will include the following skills: Reflecting Imparting information requesting illustration Paraphrasing Checking perceptions Processing Structuring Pointing Linking Questioning Summarizing. 72%

Goal: The student will know the interpersonal skills which facilitate the one-to-one theraputic relationship.

Objectives:

1. Given a list the student will, in class, provide definitions for the four common characteristics of the one-to-one relationship. Each definition will contain 30 words or less. 100%

2. In class, given ten situations, the student will determine if the interaction is occuring in the orientation, working or resolution phase of the theraputic relationship. 80%

Required Readings:

Wilson and Kneisl: Chapters 4-6.

Peplau, H.: pp. 1-55

Pluckhan, M.L.: Chapter 9

Sklar, C. "Putting Communication Skills into Practice." Association of Operating Room Nurses 33(1981):962+

Unit III.-Mental Health Counseling of Children and Adolescents

Goal: The student will understand the psychological needs of children at different stages of development.

Objectives:

1. In class, given a list of Erikson's stages of development, the student will name the basic task of each stage and two methods which a child will use to accomplish the task. 80%

Goal: The student will understand the major treatment modes utilized with children.

Objectives:

1. Outside of class discuss two of the following therapies in terms of the needs of the child, the function of the therapyand the role of the nurse. Limit to 300 words each.

Play Therapy Group Therapy Art Therapy Brief Therapy
Family Therapy Behavior Modification Milieu Therapy

Goal: The student will know the care and treatment of the autistic child.

Objectives:

1. In class, in 300 words or less, the student will describe the common characteristics of the autistic child. The student should include the areas of communication, relationships with others and the most common types of behavior.
2. Utilizing the DVU-SON Nursing Care Plan format the student will, outside of class, prepare a care plan for an autistic child. You will be given a case study to work with.

Goal: The student will know the psychological needs of the hospitalized child.

Objectives:

1. All children experience seperation anxiety during their first, and sometimes subsequent, hospitalization. Please discuss and give examples of the three stages of seperation anxiety, in class, using 50 words or less for each stage. 100%

Goal: The student will know how to obtain a health and psychosocial assessment on a child.

Objectives:

1. In class, given the five components of the health assessment, you will in 50 words or less describe each component. 80%

Goal: The student will understand the developmental task of the adolescent.

Objectives:

1. The student will relate four characteristics of normative adolescent development to the developmental theory of Eric Erikson. 75%

Goal: The student will be aware of the specific issues and problems which occur in adolescence.

Objectives:

1. In class select two of the following adolescent problems and list four theraputic nursing interventions.

Difficulty with trust and intimacy
Poor impulse control
Difficulty with socialization 66%

2. In 30 words or less per description, the student will explain the three criteria developed by Finch to predict adolescent suicide. (In class) 100%

3. In class, given a list of statements the student will identify those which depict suicidal tendency, suicidal gesture, suicidal threat or suicidal attempt. 90%

4. In class list 5 steps which should be implemented to prevent adolescent suicide in 30 words or less. 80%

Readings

Wilson and Kneisl: Chapters 17 and 18.

Beard, M.T. "Interpersonal Trust, Life Events and Coping in an Ethnic Adolescent Population." Psychiatric Nursing (18): 1980

Unit IV.-Nursing Care of the Patient with Disturbed Coping Patterns

Goal: The student will understand the Humanistic Interactionist approach to disturbed coping mechanisms.

Objectives:

1.The student will, in class with three or four classmates,, explain the five major concepts which describe the dynamics of disturbed coping mechanisms. The concepts are as follows: Control, balance,stress, anxiety, and coping defenses.

Goal: The student will know of specific patterns of disturbed coping mechanisms.

Objectives:

1. In class the student will list nine of the subjective symptoms which may be felt in the patient suffering an 'anxiety reaction'. The student should list three physiological symptoms, three emotional symptoms and three intellectul symptoms. 77%

2. Given a case study of a patient experiencing panic the student will create a nursing care plan. Include nursing intervention and rationale.(Outside of class) 100%

3.Given the four forms of a hysterical dissociative reaction the student will in class provide a definition for each in 30 words or less. 75%

4.In class, given a list of properties which are representative of hysterical conversion and central nervous system disease, the student will correctly label the properties. 85%

5. Given a case study of a patient experiencing a hysterical conversion reaction the student will, outside of class, creare a nursing care plan which includes nursing interventions and rationale.

6. In class in 30 word or less describe the two theraputic interventions for phobias. 100%

7. Given the definitions of four behaviors which commonly occur in obsessive-compulsive reaction (isolation, undoing, reaction formation and magical thinking) the student will correctly match them to examples given in class. 75%

8. The student will, in class be able to differentiate between neurotic and psychotic depression using the criteria of intensity, severity of ego impairment, regression, precipitating factors and demographic factors. 80%

Reading

Wilson and Kneisl: Chapter 11.

Smitherman, C. "Dealing with Patients Denial: What should You Do?" Canadian Nurse (12): 1982. pp.8+

Unit V-Nursing Care of the Patient with Disintegrative Life Patterns.

Goal: The student will be aware of the medical, personal, social, legal and statistical definitions of disintegrative behavior.

Objectives:

1. Verbally, in class with three or four classmates, discuss the criteria used in the definition of Disintegrative life patterns by those in medicine, law and statistics as well as the personal and social definitions.

Goal: The student will know the characteristics of the disintegrations in perception, thought, motiavation and affect.

Objectives:

1. Outside of class the student will list ten examples of perceptual disintegration, specifically illusions or hallucinations. 90%
2. In class, given definitions of the nine specific disintegrations which can occur in the form, content and flow of thought, the student will match each to its definition. 88%
3. In class, given ten examples of disintegration in affect the student will label each as overresponse, blunted affect, lack of affect, inappropriate affect or uncanny affect. 80%
4. In class, given a list of the behaviors which occur with disintegration of motivation, the student will apply the behavior to 20 examples provided by the instructor. 85%

Goal: The student will understand how disintegrative life patterns are labeled and treated.

Objectives:

1. The student will, in class, list Bleuler's four A's which are used to identify schizophrenia. 100%
2. The student will, in class using 50 words or less, explain the influence of family and social history on the labeling process.
3. THe student will, in class, list the eight symptoms commonly associated with manic-depressive illness. 75%
4. Outside of class the student will in 50 words or less describe what the most important factor is in the diagnosis of manic-depressive disease.

Goal: The student will be knowledgeable about the medications used for treatment of disintegrative behaviors.

Objectives:

1. Given the following list of medications the student will be able to match them with their actions and usage. 75%

Thorazine Lithium Haldol Moban Thioridazine Elavil Aventyl Doxepin Ritalin

2. The student will choose three of the above drugs and list two major side effects of each.

Goal: The student will gain knowledge about nursing care of the patient with a disintegration in thought, perception, motiavation and affect. 72%

Objective:

1. For each of the following disintegrations describe one nursing intervention. (i.e. psychosocial intervention) . (In class-fifty words or less)

Hallucinations
Psychotic language
Uncontrolled negative affect
Ambivalence
Impulsive behavior
Hyperactivity 83%

Reading

Wilson and Kneisl: Chapter 13

Gough, H. "Manic-Depressive Psychosis:'I can't get it out of my head' Nursing Mirror (152):1981 pp. 36-39

Somin, L. "Managing the Drugs that Manage Psychosis." Emergency Medicine (13):1981 pp. 80+

VI. Nursing Care of the Patient in Crisis

Goal: The student will understand the relationship of stress to crisis.

Objectives:

1. The student will, in 30 words or less, identify the role of stress in crisis development. (In Class)

Goal: The student will know the stages of crisis.

Objectives:

1. In class, given a case study, the student will discuss, in 30 words or less the precrisis, crisis and post crisis periods of the patient. 100%

Goal: The student will be able to differentiate between Situational and developmental crisis.

Objectives:

1. Given a list of crisis situations in class, the student will designate each as a developmental or situational crisis. 85%

Goal: The student will know his/her own beliefs about rape and wife abuse.

Objectives:

1. In class the student will participate in a discussion of the most common myths about rape and battering.
2. The student will participate in a values clarification exercize in class.

Goal: The student will know what is involved in crisis intervention for the victim of rape.

Objectives:

1. Given a case study, the student will, in class, be able to assess the victim's behavior and designate which of the victim's behaviors were coping behaviors. 80%
2. In class the student will discuss medical treatment and follow-up including issues of pregnancy, V.D., and psychological treatment in terms of the theraputic tasks the victim must undergo for recovery. 100%

Reading

Wilson and Kneisl; pp. 239-252

Kess, R.C."Victims of Rape--How We can Help." Journal of Emergency Nursing. (6):1980 pp. 21-24

Loraine, K. "Battered Women:The Ways You Can Help", RN (1982),(10) pp22-28

Hongladarom, G., McCorkle, R., Fugate-Woods, N. The Complete Book of Womens Health; New Jersey, Prentice-Hall, 1982.

Unit VII-Summary and Review

This unit is to serve as a review session to cover subjects already discussed.

VI-EVALUATION

The grade a student receives will be determined by the established criterion levels. Each in-class exam will be given during the last 45 minutes of class. If the student is unable to meet the criterion level of mastery objective, he/she will have the opportunity to retake it one time only. The instructor will be available during office hours to clarify any questions or problems the student might have had in meeting the criterion level.

The letter grade for N302 will be assigned according to the following scale:

1. Students who meet the criterion level in a minimum of 90% of the objectives will receive an A.
2. Students who meet the creterion level in a minimum of 80% of the objectives will receive a B.
3. Students who meet the criterion level in a minimum of 70% of the objectives will receive a C.

A student who is unable to meet the criterion level 70% of the time will be allowed to repeat the course as is stated in the DVU-SON policy.

The instructor expects at least 90% of the students to reach the base criterion level specified in 80% of the objectives.

Course revision will be based on information the instructor compiles for each objective. An instructor rating scale will also be given to student upon completion of the

course so the instructor can determine the effects of her teaching method on the class and make appropriate revisions for the next time the course is offered.

If at any time during the course the majority of students are unable to meet the criteria of a mastery objective, the instructor will perform a data analysis, discuss the objective and the information it covered with the students and, if necessary, administer a second exercize in which the students can display mastery.

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